R E P O R T R E S U M E S

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THE NEED FOR AND FEASIBILITY OF REGIONAL EDUCATIONAL MEDIA RESEARCH ORGANIZATIONS WITH A REGIONAL RESEARCH IMPROVEMENT ORIENTATION.

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OREGON STATE DEPARTMENT OF EDUCATION, SALEM

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THE NEED AND FEASIBILITY OF ESTABLISHING REGIONAL MEDIA RESEARCH ORGANIZATIONS WERE INVESTIGATED. THE STUDY INCLUDED THE FOLLOWING ACTIVITIES--(1) SECURING THE COOPERATION OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS, (2) SECURING APPROPRIATE REPRESENTATION FROM THE COUNCIL, HIGHER EDUCATION, AND PUBLIC EDUCATION, (3) IDENTIFYING THE RANGE AND IMMEDIACY OF STATE AND REGIONAL NEEDS, (4) IDENTIFYING THE EXISTING STATE FACILITIES AND RESOURCES AVAILABLE FOR CONDUCTING RESEARCH AT DIFFERENT LEVELS OF ACTIVITY, (5) ANALYZING THE DATA COLLECTED AND DEVELOPING RECOMMENDATIONS CONCERNING CRITERIA, PROCEDURES, GUIDELINES, AND ACTIVITIES TO BE UNDERTAKEN, AND (6) DEVELOPING A PLAN FOR THE OPERATION OF A PROTOTYPE REGIONAL CENTER. THE NORTHWEST REGION COMPOSED OF ALASKA, IDAHO, MONTANA, OREGON, WASHINGTON AND WYOMING WAS PROPOSED AS THE PROTOTYPE REGIONAL EDUCATIONAL MEDIA RESEARCH CENTER. OTHER ASPECTS OF THE PROCEDURAL ACTIVITIES WERE DETAILED IN THE STUDY. (HB)

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A RESEARCH PROJECT

to identify the need for and feasibility of

REGIONAL EDUCATIONAL MEDIA RESEARCH ORGANIZATIONS

with a regional research improvement orientation

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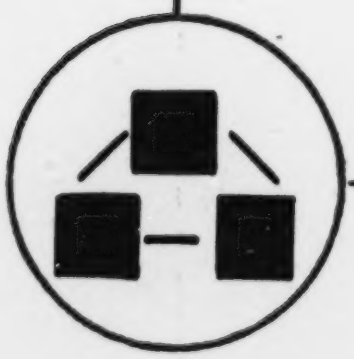
April 27, 1962



SUBMITTED BY:

The National Planning Committee of the
Council of Chief State School Officers

and the Oregon State Department of Education
Leon P. Minear, Superintendent

A Research Project
To Identify The Need For and Feasibility of
REGIONAL EDUCATIONAL MEDIA RESEARCH ORGANIZATIONS
With A Regional Research
Improvement Orientation

A Proposal Developed Under The Leadership
of

THE NATIONAL PLANNING COMMITTEE OF THE
COUNCIL OF CHIEF STATE SCHOOL OFFICERS

and

THE OREGON STATE DEPARTMENT OF EDUCATION

This report is submitted pursuant to the terms of Contract O.E. No. 2-20-001 between the Department of Health, Education, and Welfare representing the United States of America and the Oregon State Department of Education.

Submitted by

Oregon State Department of Education
Leon P. Minear, Superintendent of Public Instruction

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A Research Project
To Identify the Need for and Feasibility of
Regional Educational Media Research Organizations
With a Regional Research Improvement Orientation

I. INTRODUCTION

This study has been completed in compliance with terms of a contract (O.E. No. 2-20-001) between the Department of Health, Education, and Welfare representing the United States of America and the Oregon State Department of Education. The contract specifies that the Oregon State Department of Education shall conduct "a study of (a) the need for regional educational media research organizations; (b) the feasibility of operating such organizations on a regional basis; and, (c) assuming the need for and feasibility of such organizations, the criteria, policies, and procedures for their establishment and operation."

The underlying assumptions which gave rise to this investigation include:

A. There is a need for additional research in the area of educational media with special emphasis on increasing the quantity and quality of competent researchers and educationally important research projects and increased utilization of the results of research to improve educational practice.

B. The U. S. Office of Education headquartered in Washington, D. C., is too far removed from most of the nation's state and local institutions for frequent consultation and ready access to the benefits of Section 701 of Part A of Title VII of Public Law 85-864 pertaining to educational media research and development.

C. Placing responsibility for Title VII of NDEA educational media research within all of the 50 states would result in too great a dispersal of activity and of the limited funds available for effective work.

D. An intermediate agency between the Office of Education and the state and local institutions might be feasible and workable as a means of broadening participation in educational media research activity and yet provide sufficiently large operational units to undertake significant projects.

E. A national system of regional organizations devoted to educational media research might both strengthen the Office of Education research efforts and stimulate state and local educational media research activity.

F. The State Departments of Education being legally responsible for the public school programs within their respective states are the logical and proper agencies through which to plan a national research program aimed primarily at improving the quality of elementary and secondary instruction.

During the study and discussions leading to the final drafting of the plan for a system of regional research organizations under Title VII of Public Law 85-864, the belief was strongly expressed by several of the representatives and consultants that such research operations should not be limited exclusively to educational media research and development but should encompass all lines of educational research which hold promise for improving classroom and administrative practices. Inasmuch as the contract specified educational media as being the object of concern, the plan outlined on the following pages conforms to this specification. However, it is believed that the proposed organizational structure could serve the research and development needs in other areas as well, if, in time, an expansion in scope should become possible and desirable.

In addition to outlining a plan for a system of nation-wide regional research organizations, the contract provides that the Oregon Department of Education shall develop, in conjunction with representatives of one region, a plan for the initiation and operation of a pilot regional research organization which could function as a component of the national program. The proposed plan for a regional research organization for the Northwest States was worked out in the conference with the chief state school officers of Alaska, Idaho, Montana, Oregon, Washington, and Wyoming, a copy of which appears in the section on Procedures and Personnel. The plan for a regional organization sets forth in some detail (a) appropriate objectives, (b) a plan and the scope of operation for a limited period of time, (c) the means for assessing the effectiveness of such a pilot organization, and (d) the financial support required.

II. DEFINITIONS

Dept of Ogre Plan

Educational Media Research Organization--a facility to serve a geographical region as illustrated, in a map in the appendix. It would conduct some basic research but would emphasize field testing, development, evaluation, experimentation, and implementation activities concerned with educational media as defined hereafter in public elementary and secondary schools and institutions of higher learning. It would have a permanent headquarters staff and some less-permanent staff charged with responsibility for conducting, assisting, and fostering basic research, field testing, and development and implementation of projects which may prove to be of value to state or local education agencies in the operation of public elementary and secondary schools and to institutions of higher learning. A recommended division of the United States showing the geographical boundaries for these facilities is shown in Appendix A.

Regional Research Improvement Orientation--a type of coordinating effort designed to promote projects within a region which would stimulate research and organization research capabilities, with emphasis upon applied research activities.

Basic Research--a scholarly investigation of the natural and behavioral sciences; of little immediate value for classroom implementation until further tested in practical situations.

Applied (also "Developmental," also "Action") Research--application (or at least recognition) of basic research in the classroom. Logical and theoretical reorganization of subject matter or instructional methods undertaken through basic research must be implemented and evaluated in the public schools before the process is complete.

Educational Media--any device, substance, or situation through which a teaching force acts or learning is transmitted; any situation or environment in which a teaching-learning transaction occurs; or, a means, channel, or instrument necessary to that motion, action, or state.

III. PROCEDURES AND PERSONNEL

Although the contract (O.E. contract #2-20-001) showed an effective date of October 31, 1961, signing and other details were completed much later, and the Oregon State Department was thus prohibited from incurring any expense chargeable to this contract until the date of December 26, 1961. Full-scale work began on the research project on the latter date under the direction of Superintendent Leon P. Minear and his administrative assistant, Allen Lee.

The Oregon State Department of Education, as the contracting agent for planning a national system of regional research organizations, believed that the ultimate success of any plan would be dependent upon at least four factors:

A. The participation and cooperation of state departments of education throughout the United States with regard to applied research activity in elementary and secondary schools because of the basic responsibility and authority which state departments of education have for elementary and secondary edudation.

B. Formal sanction and support of the Council of Chief State School Officers

C. The participation and cooperation of institutions of higher education

D. Proper identification and attention to the range and immediacy of state and regional needs

Major considerations in designing the study to determine the need for a complement of regional research organizations and the feasibility of implementing it were to:

A. Secure the cooperation, understanding and active support of the Council of Chief State School Officers

B. Secure appropriate representation from the Council, from higher education, and from public education to assist in making the study

C. Identify the range and immediacy of state and regional needs with respect to educational media research

D. Identify the existing state facilities and resources available for conducting such research on a cooperative regional basis

E. Identify the facilities and resources necessary for regional research efforts, to be carried on at differing levels of activity

F. Analyze the data collected and to develop recommendations relative to:

   1. Criteria to be applied, in the establishment of regional research organizations

   2. Procedures for initiating such organizations

   3. Guidelines for operation and support of such organizations

   4. Activities which may be undertaken by such organizations at differing levels of support

G. Develop, in conjunction with the representatives of at least one region, a plan for the initiation and operation of a prototype regional research organization encompassing:

   1. Appropriate objectives

   2. Plan and scope of operation for a limited period of time

   3. Means for assessing effectiveness for such a pilot organization

   4. Financial support required

Numerous conferences were held throughout the United States for the purpose of exploring, discussing, and planning the various phases of the study. Among the meetings held for this purpose were the following:

A. Oregon educators at Salem, November 10, 1961.

Purpose: To discuss "A Research Project to Identify the Need for and Feasibility of Regional Educational Media Research Centers with a Regional Research Improvement Orientation" and to obtain initial reactions of Oregon educators concerning the matter of regional educational media research activity.

In attendance were:

Dr. Roy E. Lieuallen, Chancellor, Oregon State System of Higher Education
Charles D. Schmidt, Superintendent, Salem Public Schools

Dr. P. B. Jacobson, Dean, School of Education, University of Oregon
Dr. John Lallas, Professor of Education, University of Oregon
Dr. Brock Dixon, Administrative Assistant to the Dean of Faculty, Portland State College
Dr. F. R. Zeran, Dean, School of Education, Oregon State University
Dr. Amo DeBernardis, Assistant Superintendent, Portland Public Schools
Dr. Ralph Steetle, Director, Department of Educational Media, General Extension Division, Portland
State Department of Education:
Dr. Willard Bear, Assistant Superintendent
Henry Ruark, Consultant in Instructional Materials
Allen Lee, Administrative Assistant to the Superintendent of Public Instruction

Results of the meeting: Strong interest was shown. The participants decided to continue exploratory planning and to meet again.

B. Oregon educators at Salem, November 22, 1961.

Purpose: To discuss further the possibilities and implications of the research project.

In attendance were:

John Sandberg, Secondary Curriculum Coordinator, Lake Oswego
Dr. Ralph Steetle, General Extension Division, Portland
Dr. Amo DeBernardis, Assistant Superintendent, Portland Public Schools
Dr. John Lallas, Professor of Education, University of Oregon
Dr. P. B. Jacobson, University of Oregon
Dr. W. B. Spalding, Portland State College
Dr. F. R. Zeran, Dean, Oregon State University
Dr. Roy E. Lieuallen, Chancellor, Oregon State System of Higher Education
Dr. Bert Y. Kersh, Oregon College of Education
State Department of Education personnel:
Delos D. Williams, Assistant Superintendent
Henry Ruark, Consultant in Instructional Materials
Dr. Willard Bear, Assistant Superintendent
Allen Lee, Administrative Assistant to the Superintendent

Results of the meeting: Several papers were submitted and discussed in detail. The participants expressed intensified interest and a strong desire to continue discussions.

C. Washington, D. C., conference, January 23, 1962

Purpose: To seek the thinking of the Council of Chief State School Officers and representatives of higher education.

In attendence were:

Dr. Warren G. Hill, Commissioner of Education of Maine
Dr. Ewald B. Nuquist, Deputy Commissioner of Education, New York
M. F. Peterson, Superintendent of North Dakota
Dr. Edgar Fuller, Executive Secretary, Council of Chief State School Officers, Washington D. C.
Allen Lee, Administrative Assistant to the Superintendent, Oregon
Albert J. Riendeau, Consultant, State Department of Education, Oregon

Results of the meeting: After considerable discussion, this group unanimously agreed that the contemplated activity was one which was both appropriate and desirable for state departments of education:

1. The regional research centers should be somewhat independent of regional offices of the U. S. Office of Education.

2. The regional research centers should be established for the purpose of research on all problems of education rather than any limited scope of educational problems such as those directly concerned with the use of new mass media.

3. The centers should involve active participation and major responsibility of state departments of education throughout the United States.

The group discussed several possible divisions of the United States and made a tentative plan for regions.

A list of suggested nominations for regional representation was prepared. Immediately thereafter Dr. Frederick M. Raubinger, New Jersey Commissioner of Education and President of the Council of Chief State School Officers, proceeded to appoint members for this purpose. The list of these appointees and those who represented them at one or more meetings is as follows:

Dr. Warren G. Hill, Commissioner of Education, State Department of Education, Maine
Dr. Ewald B. Nyquist, Deputy Commissioner, State Department of Education, New York
Dr. Frederick M. Raubinger, Commissioner of Education in New Jersey and President of the Council of Chief State School Officers
William E. Wilson, Superintendent of Public Insturction, State Department of Education, Indiana
Dr. Thomas J. Pullen, Jr., Superintendent of Schools, State Department of Education, Maryland
Dr. Wesley N. Dorn, Director of Research, State Department of Education, Maryland
Dr. Thomas D. Bailey, Superintendent of Public Instruction, State Department of Education, Florida
Dr. Charles F. Carroll, Superintendent of Public Instruction, State Department of Public Instruction, North Carolina

Dr. Claude Purcell, Superintendent of Schools, State Department of Education, Georgia
Paul F. Johnston, Superintendent of Public Instruction, State Department of Education, Iowa
Hon. Hubert Wheeler, Commissioner of Education, State Department of Education, Missouri
Oliver Hodge, Superintendent of Public Instruction, State Department of Education, Oklahoma
Tom Wiley, Superintendent of Public Instruction, State Department of Education, New Mexico
Dr. Byron Hansford, Commissioner of Education, State Department of Education, Colorado
Wilburn N. Ball, Superintendent of Public Instruction, State Department of Education, Utah
Dr. Roy Simpson, Superintendent of Public Instruction, State Department of Education, California
George E. Hogan, Deputy Superintendent, State Department of Education, California
Harriet Miller, Superintendent of Public Instruction, State Department of Public Instruction, Montana
Dr. Leon P. Minear, Superintendent of Public Instruction, State Department of Education, Oregon
Allen Lee, Administrative Assistant to the Superintendent, State Department of Education, Oregon

Members of the group meeting in Dr. Fuller's office (on January 23, 1962) also recommended inclusion of the following persons from colleges and universities:

Dr. William Sheldon of Syracuse University
Dr. Ray Carpenter of Pennsylvania State College
Dr. Larry Haskew of the University of Texas
Dr. John Guy Fowlkes of the University of Wisconsin
Dr. William Maucker of Iowa State Teachers College
Dr. Thomas James of Stanford University

The group recommended an early meeting of the national committee appointed by the Council of Chief State School Officers in order to proceed with the research project.

D. Salem, Oregon, conference, February 1-2, 1962.

Purpose: To have a representative group from the Council of Chief State School Officers and higher education identify and react to various hypotheses and questions pertaining to the research project, chart a course of development, and make progress accordingly.

In attendance were:

Wilburn N. Ball, Superintendent of Public Instruction, Utah
Dr. Wesley Dorn, Director of Research, Baltimore, Maryland
Dr. John Guy Fowlkes, Professor of Education, University of Wisconsin
Dr. Byron Hansford, Commissioner of Education, Colorado

George Hogan, Deputy Superintendent, California
Dr. Thomas James, Stanford University, California
Paul Johnston, Superintendent of Public Instruction, Iowa
Harriet Miller, Superintendent of Public Instruction, Montana
Dr. Claude Purcell, Superintendent of Schools, Georgia
Dr. William E. Wilson, Superintendent of Public Instruction, Indiana
State Department of Education, Oregon:
Dr. Leon P. Minear, Superintendent of Public Instruction
Dr. Willard Bear, Assistant Superintendent
Allen Lee, Administrative Assistant to the Superintendent
Albert J. Riendeau, Consultant

Results of the meeting: The group reacted enthusiastically, pinpointed many questions, discussed them thoroughly, reached agreement on several major points, and made plans for further study. Plans were also completed (and consummated later) for regional representatives in California, Colorado, Georgia, Maine, Maryland, Iowa, and Oregon to hold regional meetings, conduct surveys of fact and opinion, and inform educators of the project.

The ideas resulting from this conference (Salem, February 1-2) were collated, duplicated, and disseminated to the fifty state school officers and selected representatives of higher education for additional discussion.

E. Chicago, Illinois, conference, March 2-3, 1962.

Purpose: To review the collated suggestions received thus far from the national committee, higher education, and chief state school officers throughout the United States, and to begin development and refinement of a final report.

In attendance were:

Dr. Wesley Dorn, Director of Research, State Department of Education, Maryland
Dr. John Guy Fowlkes, University of Wisconsin
Dr. Byron Hansford, Commissioner of Education, Colorado
Dr. Ewald B. Nyquist, Deputy Commissioner, New York
Dr. Thomas James, Stanford University, California
Paul Johnston, Superintendent of Public Instruction, Iowa
Dr. Claude Purcell, Superintendent of Schools, Georgia
Dr. William Sheldon, Syracuse University
Allen Lee, State Department of Education, Oregon

Results of the meeting: Those in attendance reported several conferences held within their regions in the interim following the Salem conference of February 1-2.

It was decided at this conference that the tentative division of the nation into seven regions, earlier agreed upon, should be changed to nine. The need for a change of boundary lines became apparent after the several regional meetings had been

held and a larger sampling of opinions considered. (See Appendix A - Map of Nine Regions.)

The writing of special papers was assigned to:

Professor Thomas James, Stanford University
Professor John Lallas, University of Oregon
Professor Virgil Herrick, University of Wisconsin
Professor William Sheldon, Syracuse University

An executive committee was designated to meet in Washington, D. C., March 29 to review and make recommendations concerning the semi-final draft of the research report.

F. Northwest Regional Planning Meeting In Portland, March 22, 1962

Purpose: To explore possibilities for the northwest states to join together in planning and developing a prototype for a regional educational media research organization within the framework of the proposed national plan. The purpose also included a thorough discussion on the first draft of the plan for the Northwest prototype organization which had been prepared by some of the participants.

In attendance were:

Dr. Louis Bruno, State Department of Public Instruction, Washington
Dr. Ray Jongeward, State Department of Public Instruction, Washington
William Smallwood, State Department of Education, Idaho
Harriet Miller, State Department of Public Instruction, Montana
Dr. Russell Barthell, State System of Higher Education, Montana
Velma Linford, State Department of Education, Wyoming
Dr. Ralph Steetle, State System of Higher Education, Oregon
Dr. Melvin Barnes, Superintendent, Portland Public Schools
Dr. Bert Y. Kersh, Oregon College of Education
Dr. Willard Bear, State Department of Education, Oregon
Dr. Leon P. Minear, Superintendent of Public Instruction, Oregon
Allen Lee, State Department of Education, Oregon
Albert J. Riendeau, State Department of Education, Oregon

Results of the meeting: There was a thorough discussion of the current draft of the national plan, followed by detailed study and comment on need and possibilities for a Northwest Regional Research Organization. The group adjourned after completing a poll of the participants which showed solid support for proceeding with plans for a prototype organization in the Northwest region. The participants agreed that there is a real need for a regional organization, that it is desirable to develop such an organization, and that it is legally possible. The group made recommendations for the next draft of a plan for the Northwest regional organization, agreed to discuss details with coworkers in their various states and agreed to submit additional information and recommendations to aid in development of another draft of the plans (national and regional).

The Oregon State Department of Education was instructed to consolidate the suggestions of the group in written form and to submit this as soon as possible to the participating state representatives.

It was also agreed that the group should meet again on April 4 to take additional action toward a final plan to be included in a report scheduled to be submitted to the U. S. Office of Education on April 19, 1962.

G. Washington, D. C., Conference, March 29, 1962.

Purpose: To review the semi-final draft of a final report which had been prepared by the Oregon State Department of Education following the suggestions received from the national committee at the March 2 and 3 Chicago conference, and suggestions and comments from various other persons throughout the nine proposed regions of the United States.

In attendance were:

Dr. William Sheldon, Syracuse University
Dr. Edgar Fuller, Executive Secretary, Council of Chief State School Officers
Dr. Claude Purcell, Superintendent of Schools, Georgia
Dr. Ewald B. Nyquist, Deputy Commissioner, New York
Dr. Wesley Dorn, Director of Research, State Department of Education, Maryland
Dr. Leon P. Minear, Superintendent of Public Instruction, Oregon

Results of the meeting: The group discussed the current draft of the research report, made various recommendations for revision and completion, and approved further action necessary to complete and present the final report to the U. S. Office of Education. They reported strong nation-wide support of the plan as portrayed by the report and findings to date.

H. Northwest Regional Planning Meeting, Portland, April 4, 1962.

Purpose: To report reactions in the various states of the region and refine plans for a Northwest Regional Research Organization.

In attendance were:

Harold Farley, Director, State-Federal Programs, State Department of Education, Idaho
William Smallwood, Supervisor, Title III Program, State Department of Education, Idaho
Dr. Herbert Hite, College of Education, Washington University, Pullman, Washington
James Hook, Consultant, Special Education, State Department of Education, Cheyenne, Wyoming
Dr. Ray Jongeward, State Department of Public Instruction, Washington

Dr. Ralph Steetle, State System of Higher Education, Oregon
Dr. Leon P. Minear, Superintendent of Public Instruction, Oregon
Allen Lee, Administrative Assistant to the Superintendent, Oregon

Results of the meeting: After a day of reporting and discussion, the group gave definite approval, authorization, and instructions for completing the proposal for a Northwest prototype organization.

IV. THE NEED

The investigation of need for some such facility as a nation-wide system of regional research organizations sought first to determine the present status of educational media and related research and to identify problems relative to the field testing and demonstrating of promising practices. Among the conditions found, as a result of the written survey and the consultations with the representatives invited to confer with the Oregon Department of Education in constructing the proposal, were these:

A. Basic research relative to theory and practice in the area of educational media has greatly outdistanced efforts to test the findings in practical situations and to install proven innovations into general practice.

B. While there is an abundance of educational media research, both completed and in progress, it is generally uncoordinated and often undertaken as a result of a personal interest of the investigator, rather than upon needs as seen by the practitioner.

C. Most state departments of education do not presently have adequate personnel or the financial means with which to carry on research activities necessary for the proper performance of their responsibilities.

D. The local school systems are generally slow in utilizing research findings, due to a lack of effective organization for implementation of research findings which have been successfully field tested and a scarcity of qualified consultant services to assist in interpreting the findings and applying them to local improvement efforts.

E. Differences in accessibility to the U. S. Office of Education, due to geographical location, have resulted in widely varying utilization of its research funds and consulting services.

F. Trends in education are to cross state lines (Airborne Television, Southern States Regional Education Board, Western Interstate Commission for Higher Education, C. R. Carpenter et al proposal for Regional Educational Research Centers, et cetera). Regional organizations would nurture interstate activity which already exists to some degree.

G. The local school districts, the higher institutions, and the state educational agencies recognize the need for and indicate

willingness to participate in some plan for coordinating educational research, field testing significant findings, and implementing proven results (see Figure 1., page 12A).

H. There is a wide disparity of ability to finance and conduct research among the nation's school districts, higher institutions, and state school systems.

I. The local schools and colleges are looking to the State Departments of Education for much more leadership and service in the area of education media research than the Departments are now providing.

A written survey form was prepared for the purpose of obtaining from the chief state school officers their appraisals of the present status of educational media research within their respective states. Although only thirty-one of the fifty survey forms had been returned at the time of this writing, it is significant that in no instance did the respondents state that educational research provisions within their jurisdictions were fully adequate. It can be seen by the responses summarized in Table I that most state superintendents considered present research provisions as either "uncoordinated and spasmodic" or "systematic but limited."

Table I

Adequacy of Educational Media Research Provisions as Viewed by Chief State School Officers

	No Provision (1)	Uncoordinated Spasmodic Efforts (2)	Systematic But Limited Efforts (3)	Fully Adequate (4)
(a) On the elementary level:	5%	79%	16%	
(b) On the secondary level:	5%	63%	32%	
(c) On the college & university level:		37%	42%	
(d) At the state department level:	5%	42%	42%	

A section of the survey form called attention to the general opinion that a lag exists between the discovery of new media and their uses in classroom application and asked the respondent whether or not this were true within his state. This may have been a somewhat leading question but it appears to be of some significance that thirty of the thirty-one chief state school officers who had replied recognized this to be true.

Another question put to the chief state school officers was, "If a lag in application of new media research occurs, at which education levels

RESEARCH TESTING SCHOOL PRACTICE

A CONTINUUM

BASIC RESEARCH — FIELD TESTING — IMPLEMENTATION

HIGHER EDUC.	S.D.E.	S.D.E.
State Dept. Ed.	School Districts	School Districts
School Districts	Higher Education	Higher Educ'n.

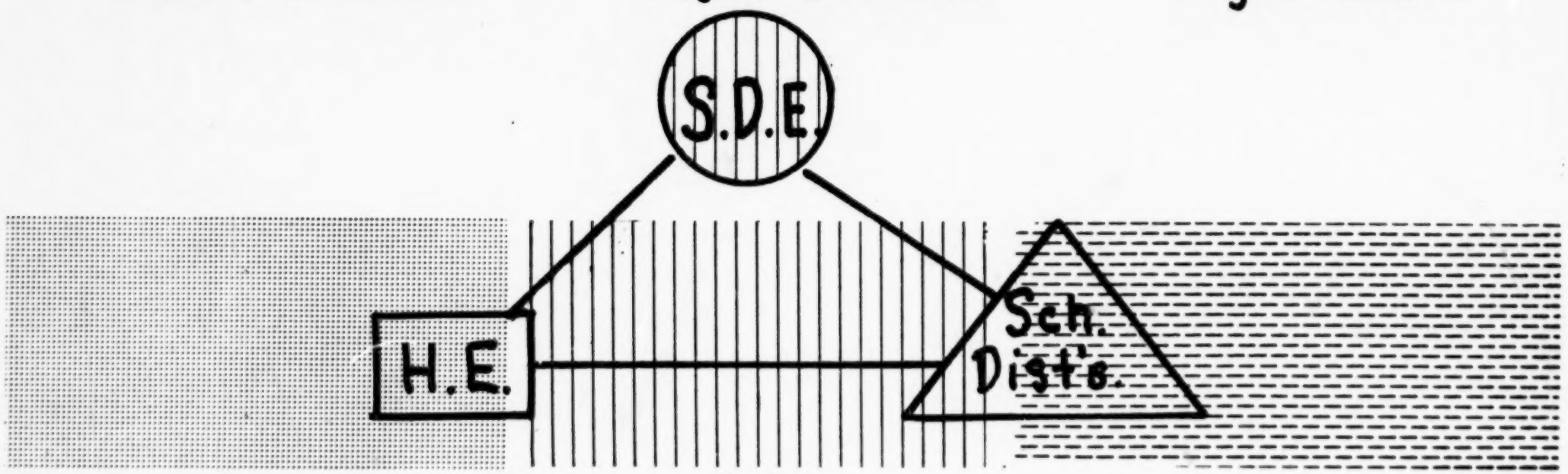

Figure 1

is it most pronounced?" Thirty-seven per cent indicated the lag to be most pronounced at the elementary level; 37 per cent specified the secondary level; and 26 per cent believed the lag to be most pronounced at the higher education level. Thus, the returns of the survey tend to confirm the assumption that there is a need for educational media research which would place special emphasis upon the implementation of basic research findings as well as to probe for new information.

Herrick's study[1] includes a score card showing strengths of various types of research organizations. With research organization centered at the national level, the scope and urgency of the nation's common educational problems can be quite readily ascertained from data fed to the central collecting agency. However, the conditions under which research is effectively performed, that is with opportunities for well-financed empirical investigation and field testing, are limited. National research organizations are not in a position to effect or closely evaluate implementation of research findings.

On the other hand, regional research organizations lend themselves poorly to defining the nation-wide educational problems that need investigation. "Conditions" for research are scored by Herrick as having only "some value" since, even though regional organizations are in a strong position for empirical investigation and testing, they lack financial support and inter-region coordination attributable to national organizations. Regional organizations have important value in implementation and evaluation of research findings.

A system of national and regional organizations is shown by Herrick to possess the strengths of the other two types while it compensates for their weaknesses.

Numerous statements by state and national authorities concerning the need for educational media research could be cited. The following ones seem particularly pertinent and will suffice to generally confirm the results of the investigations conducted in conjunction with this study.

A report of two conferences at the Yale University Institute of Human Relations, 1953 and 1954,[2] states concerning the educational lag, "We believe that education can meet the enormously increased demands placed upon it only by making a concerted effort to catch up with the scientific and technical advances which have revolutionized other areas of our lives."

Bruner[3] points up the need for more assistance in obtaining better utilization of new media research and development in the classroom by stating, "In sum, then, the teacher's task as communicator, model, and identification figure can be supported by a wide variety of devices that expand experience, clarify it, and give it personal significance. There

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[1]Herrick, Virgil E., National System of Regional Research Centers, A Position Paper, University of Wisconsin, Madison, Wisconsin, March 1962.

[2]Graphic Communication and the Crisis in Education, a report of two conferences at the Yale University Institute of Human Relations, 1953 and 1954. Edited by Neal Miller. Introduction, P. 3.

[3]Bruner, Jerome S., The Process of Education, Harvard University Press, 1961, p. 91-92.

need be no conflict if the development of aids takes into account the aims and requirements of teaching. . . . Problems of quality in a curriculum cannot be dodged by the purchase of sixteen-millimeter projection equipment. The National Defense Education Act provides considerable sums of money for the development of audio-visual aids. The intelligent use of that money and of other resources now available will depend upon how well we are able to integrate the technique of the film maker or the program producer with the technique and wisdom of the skillful teacher."

In a recent article, Wesley C. Meierhenry points out the need for both applied and basic research in the field of educational media by stating, "Increasingly over the last few years, educators, psychologists, and some AV researchers have been pondering upon how learning theories may be better applied to instruction generally, and to audio-visual materials specifically." [1]

"The need for careful and systematic theory development seems to the editor more necessary now than ever before because newer types of media combine in varied ways the older and often simpler experiences . . . whenever multiple variables are combined, an interaction among them is likely, so that the results differ from the results of each variable used singly." [2]

"So far, however, there has been very little speculation in the audio-visual field as to the specific effects of many of the media when used for either general or particular instructional purposes." [3]

In conclusion, all of the evidence obtained through the present investigation points conclusively to the need for an acceleration and intensification of the kinds of research which make use of the great advances in technology by applying them to improvement in learning. It is believed that the inauguration and operation of a system of regional research organizations would help solve the problems cited above both by stimulating needed research and by speeding the application of findings. A plan whereby the local schools, the colleges, and the state departments could pool their present resources and more effectively draw upon and utilize resources available under Title VII of Public Law 85-864 is believed both feasible and urgently needed.

V. GUIDING CRITERIA

It is suggested that the following criteria be used in determining the functions, organizational framework, and activities of the proposed nation-wide system of regional research organizations

The system should serve to:

A. Identify problems in need of basic research and bring these to the attention of existing research facilities within the area, and provide financial and consulting assistance where necessary

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[1] Wesley C. Meierhenry, "Editors Forward," Communications Review, Vol. 9, No. 4 (September-October, 1961), p.3.
[2] Ibid., p. 5.
[3] Ibid.

B. Conduct needed research when it is not possible to obtain desired results from some other agency

C. Marshall the resources of all existing research facilities within a given area and coordinate their efforts with a view toward reducing duplication of effort and avoiding gaps.

D. Facilitate the coordination of research work among the various regions of the nation

E. Disseminate research results through bulletins, conferences consultations, demonstrations and other means

F. Stimulate and assist field testing of basic research findings

G. Interpret research findings to classroom teachers, supervisors, and school administrators

H. Work with state departments of education through their inservice activities in bringing proven, new practices into classroom use

I. Keep the U. S. Office informed of research activity and needs

J. Inform and interpret to the local schools, higher education institutions, and state departments research activities and findings of national scope and significance

K. Seek financial support for research and development from whatever sources may be available

L. Develop research talent and capability within the region

Scope and Activity:

A. The regional research organization should be broadly oriented and consider the broad education field rather than a limited segment of it. This would mean that research would concern educational activities from the kindergarten through graduate school. It would also mean that the research carried on would be applicable in practice at any level from the kindergarten to the graduate school.

B. The regional research organizations should conduct and coordinate research. It should conduct research mainly where an identified need has not been met by some other agency or where field testing is necessary. Its coordinating function would be exercised to the extent necessary to bring all the research resources within a region to bear on the problems with which it is properly concerned.

C. Each regional research organization should respect present research organizations and should not interfere in any way with efforts of any university, college, or local organization, nor should the regional research organization prevent or discourage individual organizations within the region from applying for research grants from the nation, state, or foundations in order to carry on research of special interest in the locale.

D. The regional organizations should allow for the replication of research which has been conducted elsewhere; for example, in New York City or Chicago. In the New York City area an endless amount of work has been done with the education of Puerto Rican children. Much of what has been done in New York City with the Puerto Ricans should be replicated in certain areas of California, Arizona, New Mexico and Texas, where bi-lingualism is as great a problem as it is in New York City.

E. The regional research organizations should constantly feed new information into the Office of Education.

F. The regional organizations should seek the assistance of local school systems, which are consumers of the research product, in identifying problems, providing personnel for the laboratory situation and supplying local funds when possible.

G. The regional research organizations should operate primarily in the area of applied rather than basic research. The laboratory type of research, which is ordinarily conducted at the university level, might be emphasized in basic research organizations closely associated with higher education. If the proposal under consideration by C. R. Carpenter of Penn State is accepted and implemented in addition to the plan here proposed, the two programs would thus be highly complementary.

H. The regional research organizations should synthesize research findings and describe them in terminology easily understood by classroom teachers.

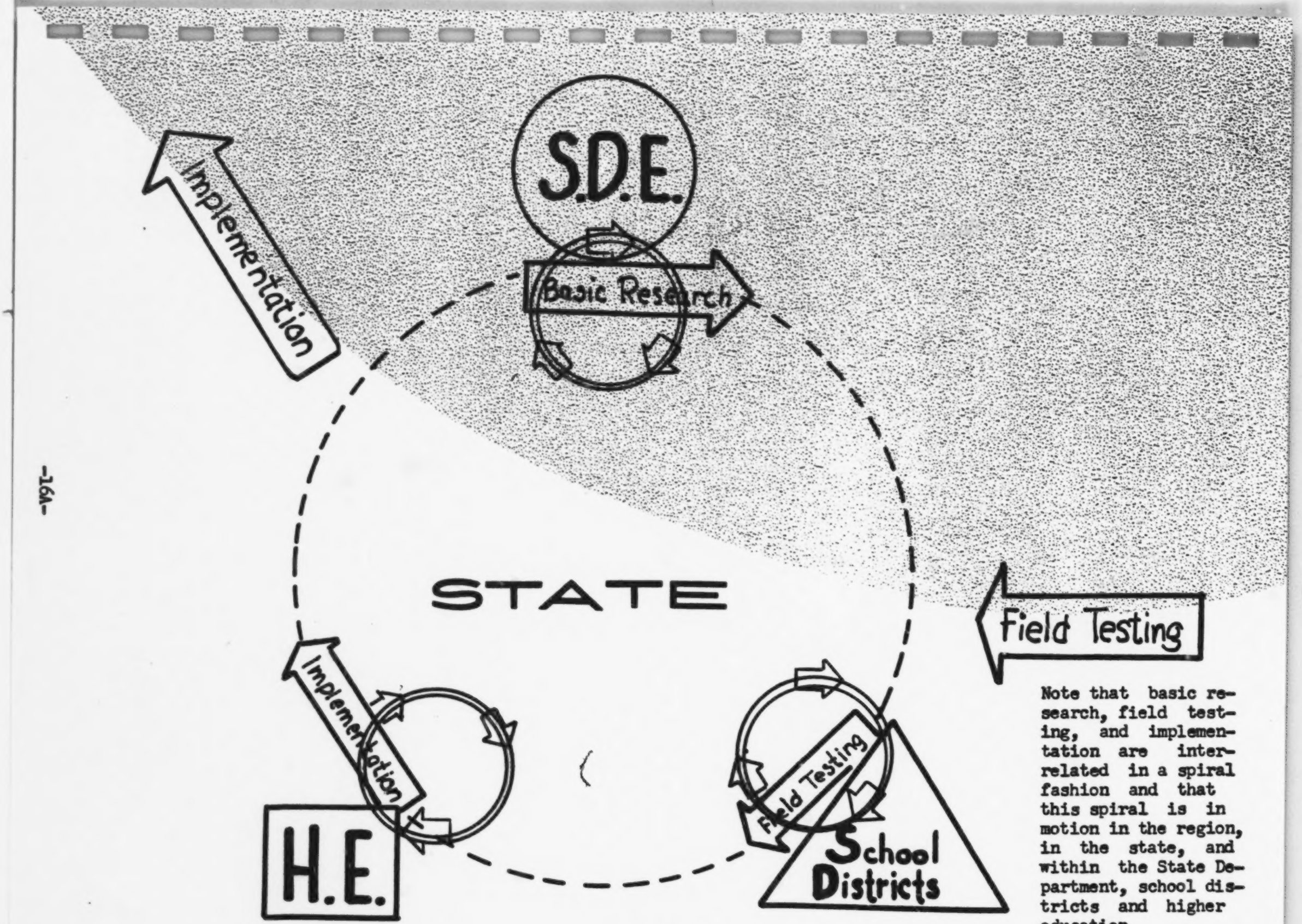
I. The regional research organizations should encourage the application of research findings whether they stem from the basic or from the applied research efforts. This does not mean, however, that the regional research organizations would frown upon the support of basic research. Actually, it might well be that pilot studies involving a limited laboratory approach to research problems would be a first step to the larger applied research efforts. Interrelated research processes are shown in Figure 2.

J. The regional research organizations should emphasize assessment of both new and old practices.

K. Initially a regional operation might circulate throughout the region a mobile laboratory unit equipped with educational media and accompanied by a team of experts in the various areas of educational media. Such a unit would provide in-service training and general information concerning educational media and their uses. The team of experts would work with local school people in selecting and in using educational media.

<u>The Plan of Organization</u>:

A. There should be a national coordinating committee composed of representatives of the several regional organizations and the Office of Education. The principal functions of this body would



Note that basic research, field testing, and implementation are interrelated in a spiral fashion and that this spiral is in motion in the region, in the state, and within the State Department, school districts and higher education

Figure 2

be to exchange ideas and to coordinate the research activities of the various regions.

B. Provisions should be made for the inclusion of every state of the union as success will be dependent in good measure upon nation-wide participation. Provision should also be made to permit changes in regional membership, with the approval of the National Coordinating Committee.

C. There should be nine regional educational media organizations located geographically as shown in Appendix A. The Chief State School Officers who collaborated in proposing the plan unanimously agreed that this alignment of states would be the most workable of the several plans considered. The recommendation that there be nine regions arranged as outlined in Appendix A is made after having given due consideration to such matters as population, distances, transportation routes, cultural affinities, existing research facilities, and similarities of educational conditions and problems. It has been agreed, however, that provision should be made whereby local schools and colleges situated in remote fringe areas of their regions could be served by an adjoining region whose center of operation is much more accessible to them.

D. The plan of organization within each region should provide for appropriate representation and participation by all agencies within the region including local school districts, state departments of education, colleges and universities, and any other public or private agencies concerned with doing educational media research or using the results of such research.

E. The organizational structure of the regional facilities should place greatest responsibility for leadership and direction upon the state departments of education, this being consistent both with the purposes enumerated above and state departments' of education leadership and service responsibilities to the elementary and secondary schools in the improvement of educational quality.

F. The operational headquarters of each regional organization should be situated in close conjunction with the state department of education of one of the component states, although its office and operation should be independent of the organization and functions of the state department in which it is placed.

The location of the central office within each region should be determined upon the basis of accessibility for all parties concerned, access to ample field testing possibilities, access to available data processing facilities, and both existing and future leadership potentialities.

G. Provision should be made for a governing board composed of representatives of the state departments, higher education, and local school systems within each regional organization.

H. The organization should be so structured as to strengthen existing research facilities and to make maximum use of their resources.

VI. PROCEDURES FOR ESTABLISHMENT AND OPERATION

A. Planning

Planning should be undertaken at two levels:

1. The National Level: The existing National Planning Committee appointed by the Council of Chief State School Officers to assist the contracting agency in determining the need and formulating the proposed organizational plan should be continued for the purpose of providing advice and assistance in getting the program under way at both the national and regional levels. It would serve to coordinate the overall development and assist in the organization of the nine regions contemplated by the proposal. The present National Planning Committee would be discharged after the formation of a permanent National Coordinating Committee composed of representatives of the nine regional organizations.

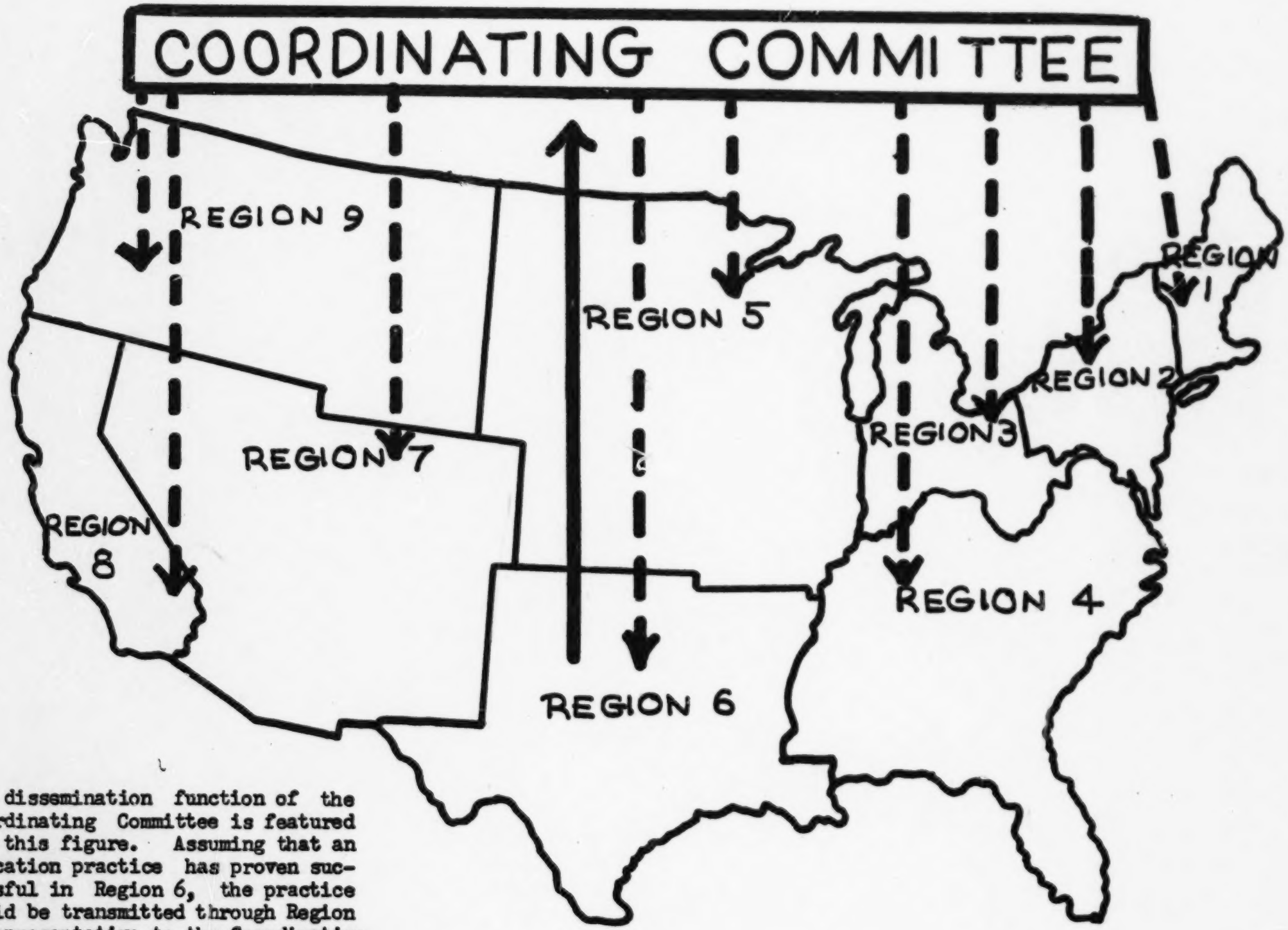
2. The Regional Level: Planning for the regional organizations within the framework of the national plan and the established criteria should be a responsibility of a governing board within each region. The governing board within each region should be composed of the chief state school officers and representatives of higher education and local school districts. For example, an organization for the region of six states might have a planning organization composed of the six chief state school officers, three representatives of higher education, and two public school superintendents. A majority of the governing board should be chief state school officers since they are the legally responsible representatives of the people insofar as the public schools are concerned.

   The regional representatives on the National Planning Committee should be charged with the responsibility for initiating and coordinating planning activities within their respective regions until such time as the regional governing boards are selected and duly installed.

B. Organization

1. National Coordinating Committee: There should be a National Coordinating Committee composed of an elected representative of each of the regional organizations. This committee should have as ex officio or advisory members the president and the executive secretary of the Council of Chief State School Officers, one or more representatives of the Office of Education and such others as the committee deems advisable to include. The committee should elect its own chairman and such other officers as deemed necessary.

   After the National Coordinating Committee is formed, the present National Planning Committee would be dismissed though some of its members might continue to serve on the permanent committee.(see Figure 3., page 18A).



The dissemination function of the Coordinating Committee is featured in this figure. Assuming that an education practice has proven successful in Region 6, the practice would be transmitted through Region 6 Representative to the Coordinating Committee where nation-wide dissemination of the practice would be facilitated.

Figure 3

Principal functions of the National Coordinating Committee would be to:

a. Coordinate the research activities of the several regional organizations

b. Keep in close touch with national research development and needs

c. Keep the Office of Education informed of problems, needs and developments within the nine regions

d. Work closely with the Council of Chief State School Officers in its efforts to strengthen the State Departments of Education in their educational media research and development programs

2. Regional Governing Boards: The Governing Board of each regional organization should be responsible for completing the organizational structure for its region and should direct the work of the organization in accordance with pertinent established policies and procedures.(See Figure 4).

a. Selecting an administrative staff and outlining administrative policies for its guidance

b. Dividing the various activities into groups for purposes of administration:

1) What determining guides should be used in assigning activities?

2) What service divisions should be created?

c. Determining relationships between individuals and participating agencies:

1) How should authority and duties be delegated?

2) What use should be made of the staff?

3) What allocations of responsibilities should be made?

d. Making special provisions needed to knit the operation into a working unit:

1) What roles should be assigned to committees?

2) What functions should be performed by the Governing Board?

3) What special interest groups should be formally represented?

e. Constructing the overall organizational structure:

1) Development of a constitution or compact outlining the purposes and organization of the regional organization.

2) Determination of the nature and amount of supervision which should be provided.

C. Staffing

Each regional organization should have a director who is highly competent in both administration and educational research and such other staff as the magnitude and nature of the program requires, to be determined by the Governing Board.

D. Direction

Responsibility for administrative decisions should rest with the director of the regional research organization operating within the bounds of broad policies and recommendations made by the regional governing board, The National Coordinating Committee, and such policies and fiscal regulations of the agencies from which funds are obtained.

E. Coordination

1.. The nine individual research organizations as components of a national system should be closely coordinated with the U. S. Office of Education as well as with other cooperating agencies. The relationship with the U. S. Office of Education in Washington, D. C., would be a cooperative one through the medium of the National Coordinating Committee. From time to time the two organizations (U.S. Office of Education and the national system of regional research organizations) should work out an agreement covering activities for a given period of time and involving work and financial commitments. Such cooperative planning should point toward the development of policy and the carrying on of activity which would be of mutual benefit.

2. The regional research organizations as components of a national system and as individual organizations need the advice and resources (in manpower and physical equipment) which higher education has to offer. Periodically the Governing Board and the director of the regional research organization should meet with various agencies and negotiate agreements based on mutual desires. These agreements would involve specific projects, assembling of resources, financial commitments, work commitments, and sometimes merely the exchanging of ideas. It seems reasonable to assume that institutions of higher education would frequently have the reservoir of specialists needed to work on specific projects.

3. Because the regional research organizations are to be oriented to applied research development, it is essential that they have a close working relationship with elementary and secondary

schools, which would provide the laboratories or working environment in which basic research findings would be field tested, revised, developed, implemented, and ultimately become a part of the educational system. The buildings, other equipment, students, personnel, and know-how which elementary and secondary schools would have to offer are indispensable to regional research organizations as here contemplated.

F. Financing

Regional research organizations should be designed so as to secure substantial periodic grants from the U. S. Office of Education for educational media research. They should anticipate sponsoring projects which would qualify for grants from various areas of the U. S. Office of Education, which might be classified under the improvement of education, kindergarten through college. In addition, the regional research organizations should be designed to promote, solicit, and secure financial support from industry, private foundations, governmental agencies other than the Office of Education and public tax sources.

Periodically, the Governing Board of each regional research organization should prepare a budget to cover its anticipated expenditures.

G. Assembling Resources

1. Physical Plant: Initially the regional research organization's physical facility should be limited to office space and equipment for administering the contemplated projects.

2. Within a reasonable length of time it is contemplated that the regional research organization might acquire storage and laboratory space to facilitate its work. In some instances this might include a limited workshop area. In the case of projects utilizing demonstrational equipment such as a mobile laboratory, the central physical facility might include a central warehouse to store materials not currently being used and an area for workshop activity. Rather than propose a sizable, permanent physical facility for research, the regional research organization should rely on existing facilities of public schools, colleges, and other agencies.

3. Part of the regional research organization's function should be to periodically bring together (in a central location or locations) the personnel and equipment which might be needed in a local school, for example, to conduct a project.

4. It is conceivable that in some instances the regional organization might establish, or assist in the establishment of, demonstrational units in one or more local schools.

H. Reporting

One of the very important functions of the regional research organization is reporting. This should involve at least two main areas:

1. The reporting of the findings of basic research activity primarily conducted by other agencies and other areas.

2. The reporting of results of applied research activities in local schools and colleges to the general public, local schools, higher education, state departments of education, and cooperating agencies by such media as written reports, newspapers, periodicals, film strips, demonstrations, and other types of communication.

VII. EVALUATION

Evaluation of the activities and operation of the national system of regional research organizations, and each individual center constitutes an essential activity.

The following controls are suggested; those marked with an asterisk (*) should be pre-tested (or have "normative surveys" made) at the outset of the program in order to make comparisons:

*A. The number of scientifically conducted experimentations existent in school districts and higher education before and after the establishment of regional organizations

B. The number of researches summarized by regional organizations

*C. The number of pilot programs being conducted in the states and regions before and after regional organizations are in operation

*D. Comparative number of pieces of instructional devices in the state and region before and after regional organizations.

*E. Comparative number of identifiable innovations in pedagogical practices before and after regional organizations

*F. Subjective estimate by state supervisors of relative speed of diffusion of proven innovations in pedagogical practices and use of instructional devices, done by estimating number of "pioneer" districts and "laggard" districts before and after regional organizations. This may be done on the basis of specific subject matter area or in terms of total extent to which districts' instructional practices are on the "growing edge" of innovative techniques.

G. Assessment of feedback from school administrators to determine the effectiveness of regional organizations in helping diffuse educational practices and stimulate effective use of instructional devices

H. Number of inter-regional exchanges of information and practices

*I. The number of action-research endeavors involving joint efforts of school districts, higher education, state departments and other educational agencies, or any combinations of these agencies, compared before and after regional organizations.

J. Teacher opinion as to number of changes in use of devices and pedagogical practices that they can trace to efforts of regional organizations.

K. The number of "successful" (defined here as increased pupil achievement, ability to apply knowledge, and improved motivational levels) innovations (practices or devices) that can be reported at all levels and traced to efforts of regional organizations

L. The organization and operation of the pilot regional research organization should be replicated by other regional organizations to test their applicability to other organizations.

VIII. FISCAL PROCEDURE

The legal apparatus for accepting and disbursing funds should be determined by the Governing Board.

Funds should be sought from the U. S. Office of Education, private foundations, and other sources.

The organization will need a limited amount for administration. Funds will be needed for conducting research, sponsoring the dissemination of research findings, field testing of the procedures or material suggested by basic research, and evaluation. Other funds will be needed for conducting seminars, demonstrations, et cetera.

IX. LEVEL OF FINANCING NEEDED

If activity were to be restricted (and this is undesirable) to a narrow interpretation of educational media, and finances allocated on the basis of individual projects, the level of financing per region might range from $75,000.00 upwards, depending on the projects approved. This limited approach, however, would fall far short of meeting the needs of education in any region.

Somewhat more adequate financing would be one dollar per student (5-17 years of age) per year, which is a reasonable figure and which (on the basis of 1960-61 figures) would amount to $44,987,653.00 annually.

Two alternatives for distribution of total support among regions:

1. Use $44,987,653 as a budget figure and let each region participate at $1.00 per census child. (See Figure 5).

REGION	SCHOOL-AGE POP.	REGION	
1	2,485,014	6	4,503,833
2	8,773,171	7	1,443,717
3	6,220,183	8	4,102,911
4	8,515,917	9	1,716,212
5	7,226,705	Total Annual Cost	$44,987,653

2. If we use $30,000,000 as a budget figure, pay each region $1,000,000 and divide the remaining $21,000,000 on a proportionate basis according to each region's total census

REGION	PROPORTION CENSUS IS OF TOTAL	X	$21,000,000	+	$1,000,000	=	EACH REGION'S SHARE
1	5.52		$ 1,159,200				$ 2,159,200
2	19.50		4,095,000				5,095,000
3	13.83		2,904,300				3,904,300
4	18.93		3,975,300				4,975,300
5	16.06		3,372,600				4,372,600
6	10.02		2,104,200				3,104,200
7	3.21		674,100				1,674,100
8	9.12		1,915,200				2,915,200
9	3.81		800,100				1,800,100
	100.00		21,000,000				30,000,000

X. A PROPOSAL FOR A NORTHWEST EDUCATIONAL RESEARCH ORGANIZATION

The Northwest Region (Alaska, Idaho, Montana, Oregon, Washington and Wyoming) herewith proposes the immediate implementation of a regional educational media research organization with a regional research improvement orientation. This plan has been conceived, developed, and is intended to operate within the limitations of parts I through IX above.

A. Purpose

The immediate purpose of the Northwest Educational Research Organization (NERO) is to get a regional prototype organization into operation as soon as feasible.

B. Governing Board

1. There shall be a Governing Board composed of the chief state school officer from each state and a representative of higher education from each of three participating states. The representative of higher education shall be designated by the state board of higher education in the state (or its counterpart), if there is one, or by the

SCHOOL AGE POPULATION (5 to 17) ESTIMATED, 1961-62

TOTAL, 50 STATES = 44,987,653

Figure 5

chief state school officer. In addition, there shall be one public school representative from each of the two participating states. The public school representatives shall be designated by the chief state school officer in the states concerned.

2. The six chief state school officers, three representatives of higher education, and two public school representatives make a total voting membership of eleven persons. The chief state school officers will serve on a permanent basis. The representatives of higher education shall, during their first year, be divided so that one will serve a one-year term, one will serve a two-year term, and one will serve a three-year term. As the initial terms of office expire, successors will be appointed to serve three-year terms. The two public school representatives shall also have staggered terms as indicated in the chart below, and be rotated by terms among the states.

3. Appointment schedule for first year:

	State Dept. of Education	Higher Education	Public Schools
Wyoming	(1)	(1) 1-year	(1) 2-years
Washington	(1)	(1) 2-years	(1) 1-year
Oregon	(1)	(1) 3-years	
Montana	(1)	(1) 1-year	
Idaho	(1)	(1) 2-years	
Alaska	(1)	(1) 3-years	

4. The Governing Board shall meet at least twice each year at established times and otherwise as needed and called by the regional corrdinator as a result of conferences with the chairman of the Governing Board.

5. The function of the Governing Board of the Northwest Educational Research Organization shall be to set policy, hire personnel, and take official actions as needed.

6. The Governing Board shall employ professional and such other staff as it considers necessary and appropriate. The qualifications for the regional coordinator should generally include doctoral level training in administration and educational research activity, and experience sufficient to indicate competence for the position. Selection, salary, contract specifications, and other factors related to the employment of staff shall be determined by the Governing Board.

C. Technical Advisory Committees

1. There shall be one or more technical advisory committees composed of consultants selected for their skill and knowledge in matters related to current projects of the organization. The personnel and length of terms of the technical advisory committee(s) shall be determined by the Governing Board, and the technical advisory committee shall be advisory to the Governing Board and the Research Coordinator.

2. Projects under consideration by the Northwest Regional Research Organization shall be reviewed by a technical advisory committee which will make recommendations for action to the Governing Board. The Governing Board shall have final authority so far as the Northwest Educational Research Organization is concerned.

D. Location

For the first year of operation, the Northwest Educational Research Organization shall use physical and fiscal facilities provided by the Oregon State Department of Education at cost. Thereafter the Governing Board shall determine the location of facilities to be utilized.

E. Initial Activity and Financing

The Northwest Educational Research Organization wishes to develop, for immediate implementation specific projects including the following:

1. A Mobile Laboratory Unit to bring about greater knowledge, inservice training of teachers, and implementation of new educational media in schools (kindergarten through college).

2. More adequate high school curriculums for the needs of those students who now make up the majority of drop-outs and reluctant learners.

The Region is currently developing detailed plans for these two projects and discussing needed development of projects to fill other recognized urgent needs of the entire Region. Details will be available upon request.

A specific financial request has not yet been formulated, but it will be within the limits described under Section IX of this document.

APPENDIX A

Regions as Recommended at Chicago Conference, March 2 and 3, 1962

APPENDIX B

Examples of Letters of Concern

Exhibit (A) - Appointment of the National Planning Committee of the Council of Chief State School Officers

(B) - Advantages of Regional Organization

(C) - Roles of State Departments, Higher Education and School Districts

(D) - A Region Indicates Its Endorsement

(E) - Regional Consensus

(F) - A Region Organizes

(G) - Blending Regional Organization with Existing Co-ordinating Structure

(H) - Improvement of Instruction Through Cooperative Efforts of Regional Organizations and Other Agencies

Exhibit (A)

Appointment of the National Planning Committee of the Council of Chief State School Officers

Council of
CHIEF STATE SCHOOL OFFICERS
1201 Sixteenth Street, Northwest
Washington 6, D. C.

C
O
P
Y

Honorable Warren G. Hill
Commissioner of Education
State Department of Education
Augusta, Maine

Dear Warren:

This is to follow up the meeting in the CCSSO office on January 23, at which Mr. Allen Lee and Mr. Redendo of the Oregon State Department of Education presented a plan concerning recommendations to be made for the establishment of regional educational research centers.

From a list of nominations submitted to President Raubinger of the Council, you have been appointed as one of the chief state school officers to represent the Council in a national planning conference in regard to the proposed research centers. The conference theme is to insure that these research centers will be: (1) Independent of regional offices of the U. S. Office of Education, (2) Established for the purpose of research on all problems of education rather than any limited scope of educational problems such as those directly concerned with use of new mass media, (3) Reflect strong participation by state departments of education in all the seven regions.

We recommend that when you hear from Mr. Lee that you will accept his invitation to participate in this planning conference, and hope you and your colleagues will develop further the viewpoints of the meeting in this office on January 23, 1962 as expressed in this letter,

Cordially,

Edgar Fuller
Executive Secretary

blind cc: Allen Lee

enclosure

January 25, 1962

Nominated to represent the Council in the national planning conference in regard to the proposed research centers:

Superintendent Thomas D. Bailey of Florida
Superintendent Wilburn N. Ball of Utah
Superintendent Charles F. Carroll of North Carolina
Commissioner Warren G. Hill of Maine
Superintendent Oliver Hodge of Oklahoma
Superintendent Paul F. Johnston of Iowa
Superintendent Harriet Miller of Montana
Superintendent Leon P. Minear of Oregon
Deputy Comm. Ewald B. Nyquist of New York
(For Commissioner Allen)
Commissioner Frederick M. Raubinger of New Jersey (Ex-officio)
Superintendent Roy E. Simpson of California
Commissioner Hubert Wheeler of Missouri
Superintendent Tom Wiley of New Mexico

Exhibit (B)

Advantages of Regional Organization

Commonwealth of Kentucky
DEPARTMENT OF EDUCATION
Frankfort

March 14, 1962

C O P Y

Honorable Claude Purcell
State Superintendent of Schools
State Office Building
Atlanta, Georgia

Dear Dr. Purcell:

I am pleased to acknowledge your letter of March 2 and the enclosures on the two proposals for regional educational research centers. Mr. Donald E. Elswick, Director, Division of Research, has evaluated these materials for me.

We feel that the case for regional centers has been stated extremely well by Superintendent Minear and Dr. Lee. We are in complete agreement with the conclusions reached at both the Oregon meeting and the subsequent meeting in Dr. Fuller's office in Washington. The regional approach has been our position for sometime and we are glad to see plans shaping up that recognize the vital role of State departments of education in a regional research pattern. This middle-ground position, in my opinion, will strengthen the national effort in the production and use of research and enable states in the region to use more wisely and effectively our limited state and national research funds for basic research and program development.

We are in general agreement with the hypotheses advanced and the statements on role and organization. It is our belief that the pattern should provide for a high degree of flexibility both within the region and among the regions. Any effort to advance the regional level of educational research should not minimize or retard the great progress made by leading states in the past few years. In fact, we hope the regional plan would give us a chance to share more fully in what these states have done up to this time.

The regional plan should draw heavily from existing resources for research; yet, be independent in organization and operation. Its control is definitely a State department of education responsibility. Higher education has promoted, in varying degrees, a regional concept for many years.

As I understand it, this new effort would reinforce and expand the research program of higher education and add a new dimension.

I trust you will keep us informed of developments.

Very truly yours,

Wendell P. Butler
Superintendent of Public Instruction

Exhibit (C)

Roles of State Departments, Higher Education and School Districts

State of Ohio
DEPARTMENT OF EDUCATION
Columbus 15

C O P Y

March 28, 1962

Dr. Thomas G. Pullen, Jr
State Superintendent of Schools
Maryland State Department of Education
301 West Preston Street
Baltimore 1, Maryland

Dear Tom:

Although I have been unable to attend the two meetings regarding Leon Minear's proposal, I have reviewed carefully the material you have been so kind to forward. The following are my reactions and possible recommendations:

1. We in Ohio can and do accept the basic principle upon which the proposal is constructed.

2. Like most projects encompassing more than one state, a few reservations come to the foreground:

   a. The minutes of the March 7 meeting indicated a possible realignment of states encompassing region number two. We feel quite strongly about this as we think Ohio has much in common with the original alignment of states. We need to know what rationale was applicable in suggesting the change.

   b. We are in agreement with Dr. Charles Boehm when he suggests "the coordination of research efforts involving the public schools should be at the State Department of Education." The various departments throughout the country are really the vehicles of liaison between and among a state's public school administrative units.

   c. We would strongly urge representation to be as uniform and complete as possible. The barriers which exist among educational units within a state must be reduced at least to a "jumping over height."

   d. We would further suggest a definite division of labor be proposed to allow for:

      1) University and college personnel associated with either the state committee or the regional research counsel to be a part

of the "pure and/or theoretical research" facet of the total program.

2) State department personnel would be those in research projects at the level of "systematic" research. We need an implementation of research which is practical for application into the classroom.

3) Personnel representing the school administrative units of a state would be engaged in research projects having direct application to local school district problems.

Tom, because we have not had the opportunity to hear other reactions, these statements seem to be uppermost in our thinking. I do hope these thoughts will be of value to you and the committee.

Very truly yours,

E. E. Holt
Superintendent of Public
Instruction

Exhibit (D)

A region Indicates Its Endorsement

State of Iowa
Department of Public Instruction
Des Moines 19

April 5, 1962

C
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Dr. Allen Lee
Administrative Assistant to the Superintendent
State Department of Education
Salem 10, Oregon

Dear Allen:

I am writing to you to report the feelings of the State Superintendents in this area concerning a national system of regional educational media research centers. I attempted to hold a meeting but it was impossible to get all the Superintendents together.

I wrote a rather extensive letter to each Superintendent explaining the purposes and background of the proposed program. I believe I can say that all the State Superintendents in this area, except one, expressed a definite interest in this proposal being submitted. This one exception was the State Superintendent of Illinois who I was unable to get in touch with but I would make a prediction that he would also be in favor of the proposition. They were not quite sure, of course, how it would operate but were convinced that this is an approach we need to explore.

I believe I can say of the Midwestern States that we are in favor of this going forward and being submitted to the U. S. Office. I talked to many of them on the phone and in other cases they authorized me to make this statement for them. They also said they had received some materials that you had sent them.

I hope this will be of benefit to you and will reach you in time to be of some assistance.

Sincerely yours,

PAUL F. JOHNSTON
State Superintendent of Public Instruction

PFJ/dmv

Exhibit (F)

A Region Organizes Its Activities

The State of Wyoming
Department of Education
CHEYENNE, WYOMING

April 14, 1962

Dr. Leon P. Minear
Superintendent of Public Instruction
State Department of Education
Salem, Oregon

C
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Dear Dr. Minear:

The proposal of the Northwest Regional Research Center, as finalized by the committee representatives in Portland April 4, is in keeping with educational objectives in Wyoming. Such center, located, temporarily at least, in Salem, with the State Department of Education in Oregon authorized to receive funds, would answer an immediate need for Wyoming in filing and receiving research materials. Such regional organization would avoid duplication of effort among State Departments of Education in the northwest region, and would give each state an opportunity to apply results of research in state classrooms.

Wyoming proposes to use funds available for a state-wide in-service education program for teachers. Here is a state of 100,000 square miles and 320,000 persons with only two centers of concentrated population.

The State Department state-wide evaluation program for the accreditation of schools which involved visiting every one of the state's 583 classrooms resulted in over one-third of all recommendations being made for the improvement of instruction.

Science, mathematics, foreign language and vocational subjects have received categorical aid. Therefore, Wyoming State Department of Education proposes to begin in-service programs in communication arts and social studies. We would use such media as tapes, slides, film, TV programs, traveling exhibits, sectional discussion groups and demonstrations.

Materials developed in Wyoming would be sent to the center for use in other states. Similarly, Wyoming would rely upon those materials already developed within this and other regions. This opportunity to know what has been done and to make use of practical instructional improvements would improve the effectiveness of the small state department staffs in the several states.

Existing department procedure would be used. For example, the Wyoming State Board of Education has named advisory committees representing public

school teachers and university staff in academic areas to advise on school needs for instructional improvement. These same committees are ready to work on the application of research findings. The Regional Center could supply the necessary funds and leadership for immediate initiation. Wyoming school children would begin to realize the value next year. Wyoming's findings would become available for other states.

It is our fervent hope that the proposal for a Northwest Regional Research Center becomes a reality soon.

Sincerely,

Velma Linford
State Superintendent
of Public Instruction

VL:he

Exhibit (E)

Regional Consensus

STATE DEPARTMENT OF EDUCATION
Atlanta 3, Georgia

March 28, 1962

C
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Y

Dr. Allen Lee
Administrative Assistant to Superintendent
State Department of Education
Public Service Building
Salem 10, Oregon

Dear Allen:

I have enjoyed working with you and other members of the committee on the regional research proposal.

I have contacted each of the chief state school officers in the nine states of the Southeastern region. On one occasion we attempted to hold a regional meeting. At that time, only four of the chief state school officers were present, with a representative from one other state. Each chief state school officer has agreed to cooperate in this undertaking.

I am optimistic about the potentialities that can come to a region if funds can be had to do the research as contemplated. Some of the superintendents have expressed the desire to see the region, through common agreement, decide upon the research projects as well as the particular state department or university that will be involved with a given project.

You will be interested to know that plans are underway here in the department to add additional staff for research purposes. Each summer we go to camp for a staff conference. The most recent findings in educational research will be the topic on our agenda for this summer.

I believe the Southeastern region might be among the first of two or three regions to get started in this field of activity. We have been working together in the field of education for a number of years. It would seem to me that our success in a regional activity would be highly promising.

It will be necessary to call another meeting, at which time certain people would be designated to constitute the governing board of the region. Before holding such a meeting, I think each state superintendent, together with representatives of the colleges, universities, and public school systems, should meet for the purpose of inventorying existing facilities for research and understanding the role and organization of the regional research proposal. The state pattern should provide a high

degree of flexibility. I shall be glad to promote, so far as possible, such meetings within each state and, in due time, call a meeting of the state superintendents to further discuss the role of the regional program.

Attached are copies of some letters from some of the superintendents which will be of interest to you.

With warm personal regards and best wishes, I am

Sincerely yours,

Claude Purcell
State Superintendent of Schools

CP:by
Attachments

Exhibit (G)

Blending Regional Organization with
Existing Coordinating Structures

State of Michigan
Office of the Superintendent
of Public Instruction
Lansing

C
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Y

April 12, 1962

Mr. Allen Lee
Administrative Assistant
to the Superintendent
State Department of Education
Public Service Building
Salem 10, Oregon

Dear Mr. Lee:

This is in reply to your letter of March 5, in which you requested me to review the tentative first draft of a proposal regarding a national system of regional research centers. You enclosed three extra copies and asked that I distribute them to persons in higher education who might have an interest in the development of these research centers. Dr. Ned Flanders, of the University of Michigan, Dr. Stanley Hecker, of Michigan State University, and Dr. John Buelke, of Western Michigan University, have agreed to react to the proposal and you should be hearing from them shortly. My own reflections on the first draft appear below:

In regard to the necessity of getting the cooperation of (1) public schools, (2) institutions of higher learning, and (3) the department of education in each state if regional centers are to succeed, I believe there is no argument on this point. As I understand it, there are at present only five states which have made an attempt to coordinate the efforts of research scholars on a statewide basis. It would seem to me, then, that when determining the locations of the suggested seven regional centers, it should be taken into account whether or not an area had an existing structure(s) for coordinating research efforts. In this connection, I am happy to inform you that the Michigan Educational Research Council went into operation on January 24, 1962.

I agree with the statement that the state department of education is the logical organization to coordinate research activities in each state. In Michigan, however, the shortage of staff prevents us from performing more than token leadership in educational research.

I am happy to see that the emphasis in the regional centers will be on developmental or action research. I believe that herein lies one of the best means for local schools to improve instruction. The people at the university level have tended to concentrate on pure research detached from the life-like

conditions found in the public school setting.

The proposal suggests a review board for each of the regional centers whose purpose it would be to sort proposals and establish priorities of projects. The membership of this board was not listed, but I trust it would include persons from instruction and not be representative of only researchers from the various cooperating agencies. This suggestion seems consistent with the proposal's statement that the emphasis will be on applied research.

The guiding principles suggested in your tentative proposal seem to be sound in most respects. Under "Staffing," however, I feel you are being unrealistic in stating that the central office could be staffed by a director and one full-time secretary. I would not endorse this even as the minimum permanent staff. Lack of adequate personnel will doom the program from the start, and I do not see how the center could carry out its reporting responsibilities alone, for example, with only one secretary.

It was gratifying to see that the proposal includes a provision evaluating the activities of the regional centers and the individual centers. These criteria will also serve to give us direction along the way.

Trusting that the preceding comments will be of assistance to you as you refine your proposal, I remain

Cordially yours,

Lynn M. Bartlett

Exhibit (H)

Improvement of Instruction through Cooperative Efforts of Regional Organizations and Other Agencies

STATE OF IDAHO
Department of Education
Boise

April 6, 1962

C
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Dr. Leon P. Minear
Superintendent of Public Instruction
State Department of Education
Salem 10, Oregon

Dear Dr. Minear:

During our last conference in Portland, as we discussed some of the unique activities that a Northwest Regional Research Center might undertake, you asked the Idaho participants to synthesize our comments regarding the Communication Arts, new media, and the role the National Science Foundation has been taking in education today. This letter represents a hurried attempt to comply with this request.

In the interest of brevity, I will forego a discussion of the historical barriers to educational Change and Improvement. Two facts are clear: the barriers are with us and they are high; and the survival of our free society in the present technological and ideological war will depend to a great extent on whether or not we can batter down these barriers.

In the light of the foregoing statement then, it seems logical to me to examine the forces in education today that are effecting significant Change and Improvement. Whether we as educators like it or not, the various activities of the National Science Foundation have been remarkably successful in this regard. Hundreds of thousands of students and many thousands of teachers are involved in course content improvement programs, field testing and evaluative studies, development of new media, in-service education, etc. As I reflect on the remarkable success of this agency in bringing about Change and Improvement in such a short time, a number of thoughts and questions bother me. Why has the scientist and the mathematician had to take the reins of leadership in bringing about Change and Improvement? Will we wait for the professional writer, the historian, and the economist to lead us to Change and Improvement in the English and Social Science curriculum.

The point that I am trying to make is that we as educators should analyze the activities of the National Science Foundation that have been successful in bringing about Change and Improvement, take from this analysis those positive aspects that seem to be working and go on from there and improve them. To make a long story short, I think that the Regional Research Center is the most logical kind of an entity that could carry out the types of activities that have been successful for the National Science Foundation. I think that the Regional Research Center could continue and refine the National Science Foundation efforts

and improvements in the fields of Science and Mathematics, but it is my strong feeling as well as that of my staff that we must take the leadership in those curricular areas involving our language and our society--namely the English and Social Science curricula.

How could this be done? Let me outline in a very sketchy manner some of the techniques that have been utilized by the National Science Foundation that I think could be applied on a regional basis and I will also try to imply how we might improve and add to these techniques.

Assume for the purpose of illustration that the Governing Board of the Northwest Regional Research Center would agree that the secondary school English instructional program needs modernizing. Who could best determine if Change and Improvement are necessary? Who could do the best job of developing experimental media (textbooks for students and for prospective teachers, monographs and other reference books, tapes, films, programmed materials) that could be field tested? Who could do the best job of retraining the teachers if some of the experimental materials prove successful? Who is in the best position to steer curriculum change through the maze of State adoptions and legal requirements? I think that well balanced regional teams involving subject matter specialists, teachers, administrators, learning psychologists, audio-visual specialists, state department of education leaders, curriculum specialists, etc., can best accomplish these tasks. The National Science Foundation has attempted to utilize this team approach on a national scale. I think national scale development is too difficult and does not produce the quality of results that could be developed by mobilizing the talent and resources of a region.

This theme of large scale curriculum experimentation utilizing regional teams of resource people could be developed much further, but the main purpose for elaborating on it in this letter is to show one type of unique function that a prototype research center, such as we are proposing, might assume. Numerous others are clearly set forth in the documents that the various committees have developed.

Let me try to convey the spirit in which this letter is written by concluding that this concept of regional attack on the problem of education and the spirit of action implied as we consider Change and Improvement could very well be one of the most significant developments in the history of education. I sincerely hope that our national leaders have the vision to recognize the need to create this framework for leadership.

Sincerely yours,

D. F. ENGELKING
State Superintendent
of Public Instruction

DFE:pr